2004/2005 SATISFACTION WITH EDUCATION IN ALBERTA SURVEY

SUMMARY REPORT

Prepared By:
Performance Measurement and Reporting Branch
Alberta Education
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EDUCATION

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EXECUTIVE SUMMARY

Alberta Education conducts a set of annual telephone surveys to obtain feedback from stakeholders in the education system regarding their perceptions of Alberta's education system. Respondents for the survey include senior high school students, parents of children in the K-12 education system, parents of children with severe special needs, teachers in K-12 system, school board members, and the general public. Compustat Consultants was retained by Alberta Education to conduct this set of surveys for 2004/05.

This year's set of surveys was conducted from early February to mid-March 2005.

The main objectives of this study are to determine:

- Satisfaction with the overall quality of Alberta's education system.
- Satisfaction with Alberta's education system meeting the needs of students.
- Satisfaction with the preparation of learners for lifelong learning, employment and citizenship.
- Satisfaction with communication and stakeholder involvement in Alberta's education system.
- Satisfaction with leadership and continuous improvement of Alberta's education system.

Key Findings

- The vast majority of students (99%), parents (K-12: 89%, special needs: 82%), teachers (89%), board members (93%) and public (72%) were satisfied with the quality of education.

- The vast majority of students (96%), parents (K-12: 86%, special needs: 88%), teachers (97%) and board members (94%) were satisfied with the quality of teaching.

- In general, students (93%), parents (special needs: 78%, K-12: 67%), teachers (57%), board members (79%) and public (61%) were satisfied that the education system meets their needs and expectations.

- The vast majority of students (91%), parents (K-12: 82%, special needs: 79%), teachers (88%) and board members (86%), and more than half (62%) of public agreed that students are learning what they need to know. The majority (a range of 66% to 93%) of these respondents also agreed that curriculum focuses on what students need to learn in core subject areas.

- Students, parents (K-12), teachers and board members indicated that they are satisfied with the variety of subjects available to students (72% to 89%), opportunities to learn about specific topics (56% to 90%), and the opportunity to participate in physical education (82% to 96%).

- In general, students, parents, teachers and board members held positive perceptions (a range of 63% to 99%) about various aspects related to the social and learning environments at schools.

- Public satisfaction that high school graduates are well prepared for citizenship was stable at 60%.
- Agreement that high school graduates are prepared to enter post secondary education and training was stable at 60%.
- Compared to public (48%), a higher proportion of parents (K-12: 74%), teachers (86%) and board members (83%) were satisfied that students are taught attitudes and behaviours to be successful at work when they leave school.
- The majority of students (86% to 93%), parents (K-12: 62% to 80%), teachers (73% to 97%) and board members (72% to 89%) indicated that students are able to get academic and non-academic help at their schools.
- Parents of children with severe special needs were satisfied (77%) with the support services their child is receiving in school.
- In general, parents (63% to 87%), teachers (78% to 90%) and board members (82% to 92%) were satisfied with parental involvement in children's education and decisions at school.
- The majority (78%) of parents of children with severe special needs agreed that they were involved in the development of their child's Individual Program Plan (IPP), and that they had opportunity for involvement in decisions regarding services implemented for their child.
- Approximately half of parents (K-12: 47%, special needs: 51%), public (46%) and board members (59%), and 38% of teachers agreed that Alberta's education system communicates effectively with the public.
- Overall, the vast majority (86%) of parents (K-12) were satisfied with their access to information about their child's educational progress and achievements.
- More than half of public were satisfied with information about overall student achievement from the provincial government (55%) and their school district (70%).
- The majority of parents, teachers and board members indicated that the quality of education at schools (64% to 87%) and the quality of the Alberta K-12 system in general (55% to 81%) has improved or stayed same in the past 3 years.
- The vast majority of parents and teachers agreed that school (parents: 85% to 87%, teachers: 87%) and jurisdiction (teachers: 72%) leaderships effectively supports and facilitates teaching and learning. Half (55%) of parents, 33% of teachers and 73% of board members agreed that leadership at provincial level effectively supports and facilitates teaching and learning.
- Over two-thirds of parents (K-12: 72%, special needs: 79%), and slightly more than half (54%) of the public were satisfied that they are receiving value for the money spent in schools.

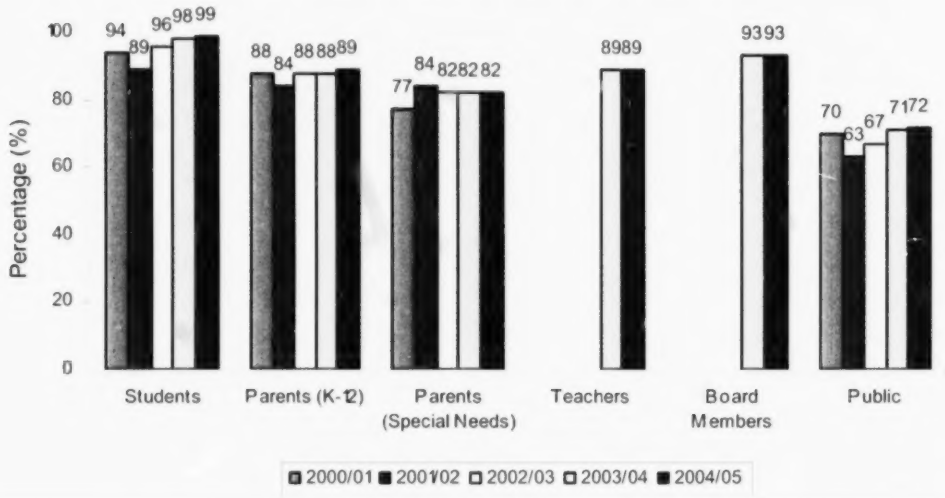
I QUALITY OF EDUCATION

Quality of Education

The vast majority of students, parents, teachers and board members were satisfied with the quality of education.

Students, parents, teachers, board members and the public were asked to rate their satisfaction with the quality of education. Students (99%) were the most satisfied with the quality of basic education, followed by board members (93%), teachers (89%) and parents (K-12: 89%, special needs: 82%). Nearly three quarters (72%) of the public were also satisfied.

Chart 1: Satisfaction with Quality of Education



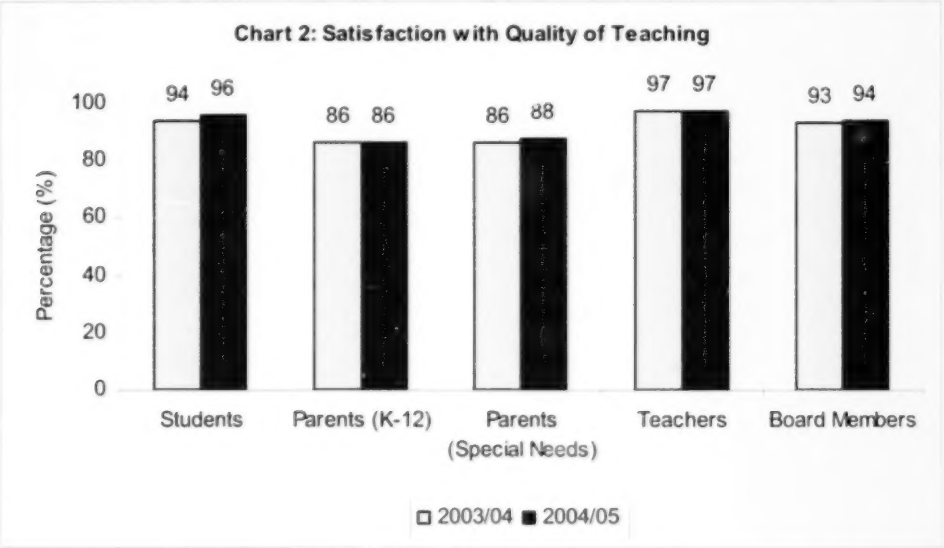
Please note that throughout the survey each respondent group was asked questions from their perspective. For example, in this question:

- Students were asked about the quality of education they were receiving,
- Parents were asked about the quality of education their child was receiving at school,
- Teachers were asked about the quality of education students are receiving at their school,
- Board members were asked about the quality of education students are receiving in their jurisdiction, and
- Public were asked about the quality of education elementary, junior and senior high school students are receiving at schools in their community.

Quality of Teaching

The vast majority of students, parents, teachers and board members were satisfied with the quality of teaching.

Students, parents, teachers and board members were asked to rate their satisfaction with quality of teaching. The vast majority of students (96%), parents (K-12: 86%, special needs: 88%), teachers (97%) and board members (94%) were satisfied with the quality of teaching.



II MEETING THE NEEDS OF STUDENTS

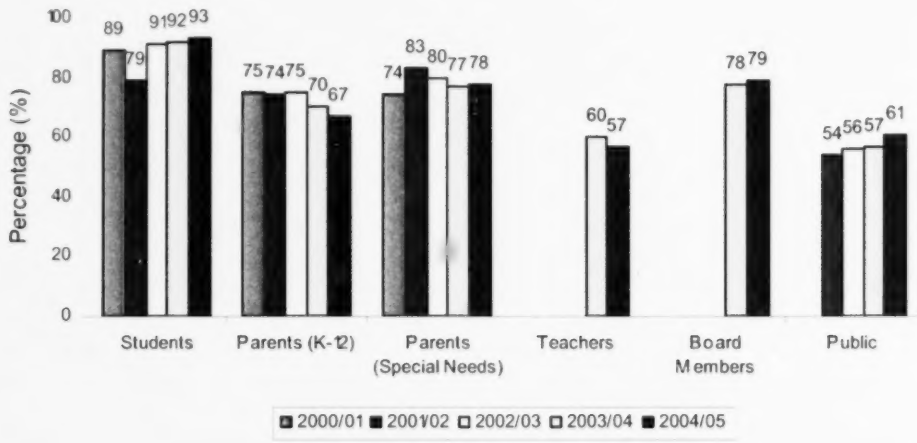
Education System Meeting Needs and Expectations

Most students, parents and board members were satisfied that the education system meets their needs and expectations.

Students, parents, teachers, board members and the public were asked to indicate how satisfied they are that the education system meets their needs and expectations. Students (93%) were the most satisfied with the education system meeting their needs and expectations. The majority of board members (79%) and parents (special needs: 78%, K-12: 67%) were also satisfied. Slightly more than half of the public (61%) and teachers (57%) were satisfied that the education system meets their needs and expectations.

Parent (K-12) satisfaction decreased to 67% in 2004/05 after being relatively stable from 2000/01-2002/03 (74%-75%), whereas public satisfaction (61% in 2004/05) has increased steadily since 2001/02 (54%).

Chart 3: Satisfaction with Education System Meeting Needs and Expectations



Please note that for the years 2000/01-2002/03, the question was phrased, "How satisfied are you with the responsiveness of the education system to your needs and expectations?" In 2003/04-2004/05 the question was phrased, "How satisfied are you that the education system meets your needs and expectations?" Additionally, parents of special needs children were asked to rate their satisfaction with the school providing a program that meets the needs of their child, whereas other groups were asked to rate their own satisfaction with the education system meeting their needs and expectations. These differences could have affected the results.

Overall Student Learning

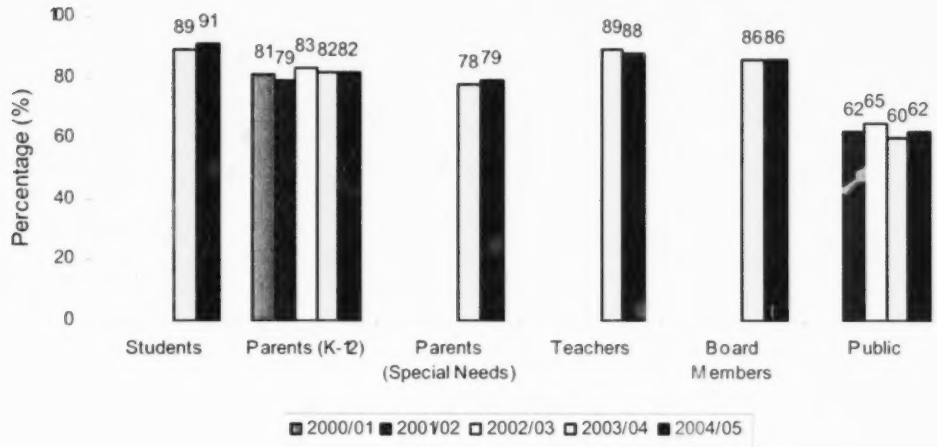
The vast majority of parents, teachers and board members agreed that students are learning what they need to know, and the vast majority of students agreed that the core subjects they are learning are useful to them.

Parents, teachers, board members and the public were asked to rate their level of agreement that students are learning what they need to know. The vast majority of parents (K-12: 82%, special needs: 79%), teachers (88%) and board members (86%) agreed that students are learning what they need to know. More than half (62%) of the public also agreed that students are learning what they need to know.

The vast majority (91%) of students agreed that the core subjects they are learning at school are useful to them.

The level of satisfaction has remained relatively stable over time for all respondent groups.

Chart 4: Agreement that Students are Learning What They Need to Know



Please note students were asked to indicate their agreement that the core subjects they are learning at school, such as math, language arts, social studies and science, are useful to them, whereas the other groups were asked to indicate their agreement that their child/students is/are learning what they need to know.

The majority of parents, teachers, board members and public agreed that the curriculum focuses on what students need to learn in core subject areas, and students agreed that they are improving in the core subject areas.

Parents, teachers, board members and the public were asked to rate their level of agreement that the curriculum/program focuses on what students need to learn in a number of core subject areas. Three quarters or more of teachers (74% to 88%), parents of K-12 students (80% to 88%) and board members (77% to 92%) agreed that the curriculum focuses on what students need to learn in the various subject areas. Two-thirds or more of public (68% to 80%) and parents of children with severe special needs (66% to 75%) also agreed.

Table 1a: Agreement that Curriculum Focuses on What Students Need to Learn in Core Subject Areas

	Parents (K-12)			Parents (Special Needs)			Teachers		Board Members		Public		
	2002/03	2003/04	2004/05	2002/03	2003/04	2004/05	2003/04	2004/05	2003/04	2004/05	2002/03	2003/04	2004/05
Reading	83%	87%	88%	68%	76%	75%	89%	88%	91%	92%	67%	79%	79%
Writing	80%	82%	80%	65%	69%	70%	86%	84%	83%	85%	60%	69%	68%
Mathematics	83%	83%	85%	62%	67%	66%	79%	78%	77%	77%	70%	73%	74%
Science	85%	85%	85%	N/A	N/A	N/A	87%	85%	88%	89%	79%	79%	80%
Social Studies	80%	81%	80%	N/A	N/A	N/A	75%	74%	80%	85%	69%	71%	70%

Students were asked to rate their agreement that they were getting better at these core subject areas. The majority (89% to 93%) of students agreed that they were improving in the core subject areas.

Table 1b: Students' Agreement that they are Improving in Core Subject Areas

	Students	
	2003/04	2004/05
Reading	90%	92%
Writing	92%	93%
Mathematics	85%	89%
Science	91%	90%
Social Studies	90%	90%

The level of agreement has remained relatively stable over time for all respondent groups, with the exception that ratings regarding reading (79% in 2004/05 from 67% in 2002/03) and writing (68% in 2004/05 from 60% in 2002/03) increased among the public.

Learning Opportunities at School

The vast majority of students, parents, teachers and board members indicated that they are satisfied with the learning opportunities available at the school.

Students, parents (K-12), teachers and board members were asked to rate their satisfaction with the variety of subjects available to students and the opportunities to learn about specific topics. Although the level of satisfaction varied across respondent groups regarding specific topics, the majority of respondents across groups were satisfied with the variety of subjects available (72% to 89%), opportunities to learn about specific topics (56% to 90%), and the opportunity to participate in physical education (82% to 96%). The level of satisfaction has remained stable over time.

Table 2: Satisfaction with Learning Opportunities at School

	Students		Parents (K-12)		Teachers		Board Members	
	2003/04	2004/05	2003/04	2004/05	2003/04	2004/05	2003/04	2004/05
Variety of subjects available	84%	89%	82%	82%	86%	84%	N/A	72%
Opportunities to learn about/participate in ...								
Music	74%	78%	76%	78%	78%	78%	N/A	64%
Drama	76%	78%	57%	57%	59%	61%	N/A	63%
Art	83%	83%	83%	83%	82%	83%	N/A	69%
Computers	88%	90%	83%	83%	85%	82%	N/A	89%
Health	67%	69%	84%	87%	85%	84%	N/A	87%
Another language	N/A	81%	N/A	56%	N/A	68%	N/A	67%
Physical education	94%	96%	82%	82%	83%	83%	N/A	82%

Social and Learning Environments at Schools

In general, students, parents, teachers and board members held positive perceptions about the various aspects related to social and learning environments at schools.

Students, parents, teachers and board members were asked to rate their agreement with a series of statements about the social and learning environments at schools. Overall, in 2004/05, the majority of respondents across groups agreed that:

- Students find school work interesting (73% to 86%),
- Students find school work challenging (80% to 93%),
- Students clearly understand what they are expected to learn at school (63% to 91%),
- Students feel safe at school (89% to 97%),
- Students feel safe on the way to and from school (82% to 95%)
- Teachers care about students (88% to 99%),
- At school students treat each other well (79% to 96%),
- Students are treated fairly by adults at school (87% to 98%),
- At school students are encouraged to get involved in activities that help people in the community (67% to 82%),
- At school students are encouraged to try their best (91% to 97%),
- At school students follow the rules (63% to 93%),
- At school students help each other (78% to 95%), and
- At school students respect each other (73% to 88%).

The results in 2004/05 are consistent with 2003/04.

Table 3: Social and Learning Environment at Schools

	Students		Parents (K-12)		Parents (Special Needs)		Teachers		Board Members	
	2003/04	2004/05	2003/04	2004/05	2003/04	2004/05	2003/04	2004/05	2003/04	2004/05
School work is interesting	76%	78%	80%	81%	74%	73%	88%	86%	85%	82%
School work is challenging	87%	88%	79%	81%	82%	80%	94%	93%	89%	91%
Students clearly understand what they are expected to learn at school	88%	91%	80%	81%	65%	63%	89%	87%	79%	81%
Students feel safe at school	93%	96%	89%	89%	88%	89%	97%	95%	97%	97%
Students feel safe on the way to and from school	95%	95%	89%	90%	90%	92%	81%	82%	93%	92%
Teachers care about students	90%	92%	92%	88%	94%	94%	99%	99%	97%	98%
At school students treat each other well	94%	96%	77%	79%	N/A	N/A	88%	88%	87%	89%
Students are treated fairly by adults at school	87%	91%	89%	87%	88%	87%	98%	98%	92%	95%
At school students are encouraged to get involved in activities that help people in the community	68%	67%	68%	73%	N/A	N/A	83%	82%	82%	81%
At school students are encouraged to try their best	93%	94%	90%	91%	94%	93%	99%	97%	95%	95%
At school students follow the rules	60%	63%	80%	80%	73%	78%	88%	89%	91%	93%
At school students help each other	85%	88%	82%	86%	72%	78%	95%	95%	92%	91%
At school students respect each other	74%	76%	75%	78%	71%	73%	87%	85%	86%	88%

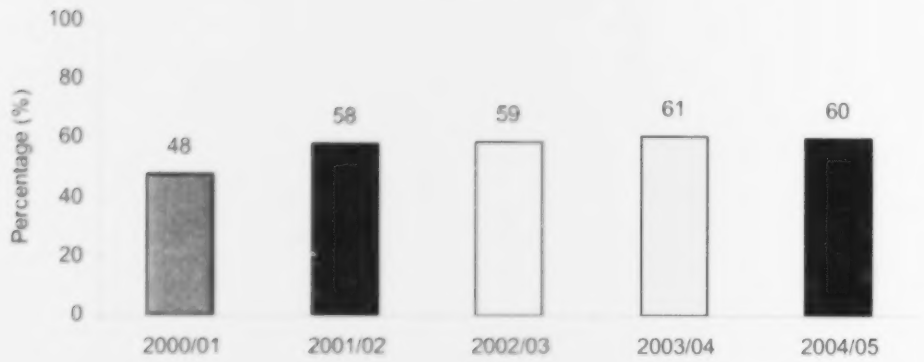
III PREPARATION OF LEARNERS

Preparation for Citizenship

Sixty percent (60%) of the public are satisfied that high school graduates are well prepared for citizenship.

When asked to rate their satisfaction that high school graduates in Alberta are well prepared for citizenship, 60% of public indicated that they are satisfied. The level of satisfaction with high school graduates' preparation for citizenship has remained consistent since 2001/02.

Chart 5: Satisfaction that High School Graduates are Well Prepared for Citizenship

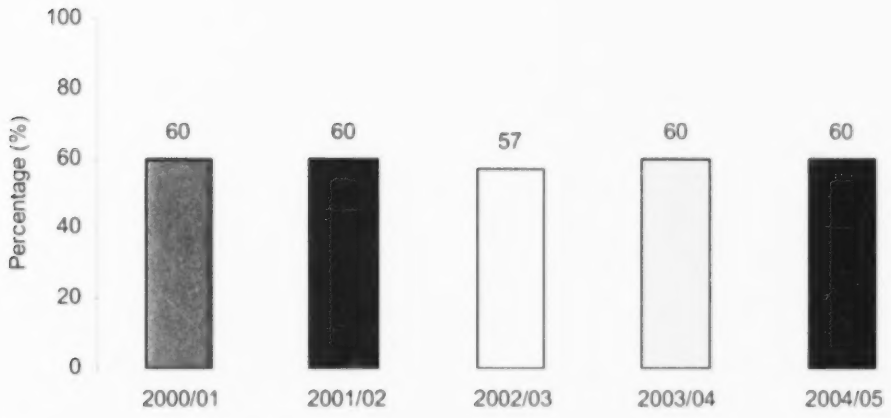


Preparation for Lifelong Learning

Sixty percent (60%) of the public agreed that high school graduates are prepared to enter post secondary education and training.

When asked to rate their agreement regarding high school graduates' preparedness to enter post secondary education and training, over half (60%) of public respondents agreed that high school graduates in Alberta are prepared to enter post secondary education and training. The results have been consistent over the last five years.

Chart 6: Agreement that High School Graduates are Prepared to Enter Post-Secondary Education and Training



Parents (K-12), teachers and public were asked to rate their satisfaction regarding high school students/graduates demonstrating knowledge, skills and attitudes necessary for learning throughout their lifetime. Consistent with 2003/04 findings, more than half of teachers (67%), public (58%) and parents (K-12: 51%) were satisfied.

Table 4: Satisfaction that Students Demonstrate Knowledge, Skills and Attitudes Necessary for Lifelong Learning

	Parents (K-12)		Teachers		Public	
	2003/04	2004/05	2003/04	2004/05	2003/04	2004/05
High school students/graduates demonstrate knowledge, skills and attitudes necessary for lifelong learning	51%	51%	69%	67%	59%	58%

Parents (K-12) and teachers were also asked to rate their satisfaction that students are taught the knowledge, skills and attitudes necessary for learning throughout their lifetime. More than three quarters of teachers (87%) and parents (79%) were satisfied that students are taught the knowledge, skills and attitudes for lifelong learning. The level of satisfaction has remained consistent with 2003/04.

Table 5: Satisfaction that Students are Taught Knowledge, Skills and Attitudes Necessary for Lifelong Learning

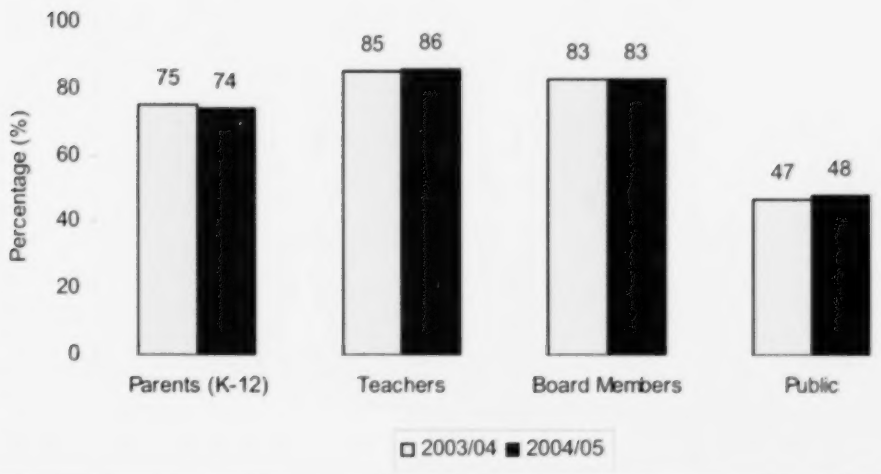
	Parents (K-12)		Teachers	
	2003/04	2004/05	2003/04	2004/05
Students are taught the knowledge, skills and attitudes for lifelong learning	77%	79%	89%	87%

Preparation for the Workforce

Compared to public, a higher proportion of parents, teachers and board members were satisfied that students are taught attitudes and behaviours to be successful at work when they leave school.

Parents (K-12), teachers, board members and public were asked to rate their satisfaction that students are taught attitudes and behaviours to be successful at work when they leave school. The vast majority of parents (74%), teachers (86%) and board members (83%) were satisfied that students are taught attitudes and behaviours to be successful at work when they leave school. Approximately half of public (48%) indicated their satisfaction. Findings were consistent with 2003/04.

Chart 7: Satisfaction that Students are Taught Attitudes and Behaviours to be Successful at Work



Availability of Academic and Non-academic Help

The vast majority of students, and most parents (K-12), teachers and board members indicated that students are able to get academic and non-academic help at their schools.

Students, parents (K-12), teachers and board members were asked to rate their agreement that students are able to get academic and non-academic help at their schools. Overall, the majority of respondents across groups agreed that:

- It is easy to get help with school work at school if needed (62% to 93%),
- Students can get help at school with problems that are not related to school work (65% to 86%), and
- When needed teachers at school are available to help students (80% to 97%).

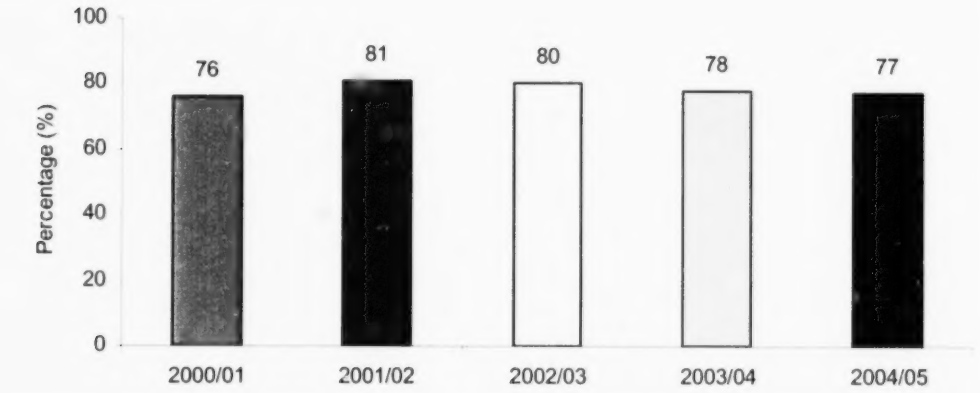
Table 6: Availability of Academic and Non-academic Help at Schools

	Students		Parents (K-12)		Teachers		Board Members	
	2003/04	2004/05	2003/04	2004/05	2003/04	2004/05	2003/04	2004/05
It is easy to get help with school work at school if needed	90%	93%	69%	62%	71%	73%	78%	74%
Students can get help at school with problems that are not related to school work	85%	86%	66%	65%	85%	84%	69%	72%
When needed teachers at school are available to help students	92%	93%	82%	80%	96%	97%	90%	89%

Parents of children with severe special needs were satisfied with the support services their child is receiving in school.

Parents of children with severe special needs were asked to rate their overall level of satisfaction with the support services their child is receiving in school. Over three-quarters (77%) of these parents indicated that they are satisfied with the support services their child is receiving in school.

Chart 8: Satisfaction with Support Service Received at School



IV COMMUNICATION AND INVOLVEMENT

Involvement in Decision Making

Most parents, teachers and board members indicated that they are satisfied with parental involvement in children's education and decisions at school.

Parents, teachers and board members were asked to indicate the extent of parental involvement in children's education and decisions at school, their satisfaction with opportunity for parental involvement in children's education and decisions at school, and their satisfaction that parental input into decisions at schools are considered.

The vast majority of parents (K-12), teachers and board members indicated that parents are involved a lot or to some extent in decisions about their children's education (82% to 87%), and that they are satisfied with the opportunity for parental involvement in decisions about children's education (84% to 92%).

Teachers and board members and to a somewhat lesser extent parents (K-12), indicated that parents are involved a lot or to some extent in decisions at the school (63% to 82%) and that they are satisfied with the opportunity for parental involvement in decisions at the schools (80% to 92%).

The vast majority of teachers (89%) and board members (89%), and most parents (K-12: 71%, special needs: 79%) indicated that they are satisfied with parental input into decisions at school being considered.

Findings have remained stable compared to previous year.

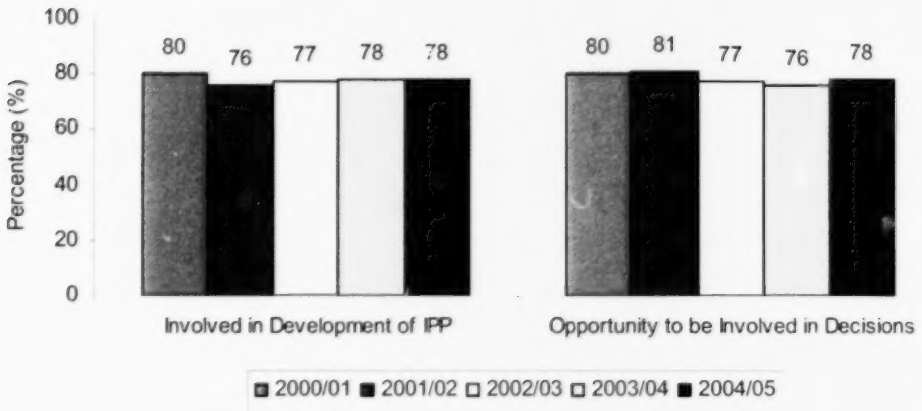
Table 7: Parental Involvement in Decision Making

	Parents (K-12)		Parents (Special Needs)		Teachers		Board Members	
	2003/04	2004/05	2003/04	2004/05	2003/04	2004/05	2003/04	2004/05
Extent of parental involvement in decisions about child's education	85%	87%	N/A	N/A	81%	82%	84%	86%
Satisfaction with opportunity for parental involvement in decisions about child's education	81%	84%	N/A	N/A	93%	90%	90%	92%
Extent of parental involvement in decisions at school	67%	63%	78%	75%	81%	78%	83%	82%
Satisfaction with opportunity for parental involvement in decisions at school	80%	80%	84%	84%	94%	90%	91%	92%
Satisfaction with parental input into decisions at school being considered	74%	71%	79%	79%	92%	89%	88%	89%

The majority of parents of severe special needs children agreed that they were involved in the development of their child's Individual Program Plan (IPP), and that they had opportunity for involvement in decisions regarding services implemented for their child.

With respect to their child's Individualized Program Plan (IPP) most parents agreed (78%) that they had been meaningfully involved in the development of the plan. Most parents also agreed that they had an opportunity for involvement in decisions regarding services implemented for their child (78%). The results have remained consistent over time.

Chart 9: Parent Involvement in the Development of IPP and Opportunity for Involvement in Decisions Regarding Services



In general, students, parents, teachers, board members and public were satisfied that their input into education of students is considered.

Students, parents, teachers, board members and public were asked to indicate their satisfaction that their input into the education of students and decisions at schools is considered by the school, school board and Alberta Education.

Close to half of parents (K-12: 51%, special needs: 58%), teachers (54%) and public (44%) were satisfied that their input into the education of students is considered by school board.

Two thirds (67%) of board members were satisfied that their input into the education of students is considered by Alberta Education. About half of parents (K-12: 47%, special needs: 53%) and less than half of teachers (28%) and public (38%) were satisfied that their input into the education of students is considered by Alberta Education.

Eighty-five percent (85%) of teachers were satisfied that their input into the education of students is considered by the school.

Table 8: Satisfaction that Input into the Education of Students is Considered

	Parents (K-12)		Parents (Special Needs)		Teachers		Board Members		Public	
	2003/04	2004/05	2003/04	2004/05	2003/04	2004/05	2003/04	2004/05	2003/04	2004/05
Satisfaction that their input into the education of students is considered by Alberta Education	53%	47%	51%	53%	27%	28%	62%	67%	39%	38%
Satisfaction that their input into education of students is considered by school board	54%	51%	53%	58%	56%	54%	N/A	N/A	46%	44%
Satisfaction that their input into the education of students is considered by the school	N/A	N/A	N/A	N/A	84%	85%	N/A	N/A	N/A	N/A

Additionally, students were asked to indicate the extent of their involvement in decisions at their school, and their satisfaction that their input is considered by the school. More than half (57%) of students indicated they are a lot or to some extent involved in decisions at their school, and about three-quarters (73%) of students indicated they are satisfied that their input into decisions at their school is considered.

Table 9: Students' Involvement in Decisions at Schools

	Students	
	2003/04	2004/05
Extent of involvement in decisions at schools	58%	57%
Satisfaction that input into decision at school is considered	68%	73%

Public respondents were asked to indicate the extent of their involvement in decisions at schools in their community and their satisfaction with the opportunity to be involved in decisions at schools in their community. More than one-third (36%) of public indicated they are a lot or to some extent involved in decisions at schools in their community, 64% of public were satisfied with the opportunity to be involved in decisions at school in their community, and 51% were satisfied that their input is considered.

Table 10: Public Involvement in Decisions at Schools in the Community

	Public			
	2001/02	2002/03	2003/04	2004/05
Extent of involvement in decisions at schools in the community	37%	36%	36%	36%
Satisfaction with opportunity to be involved in decisions at schools	62%	65%	65%	64%
Satisfaction that input into decisions at school is considered	N/A	N/A	51%	51%

Communication and Access to Information

Approximately half of parents, public and board members agreed that Alberta's education system communicates effectively with the public.

Approximately half of parents (K-12: 47%, special needs: 51%), public (46%) and board members (59%), and 38% of teachers agreed that Alberta's education system communicates effectively with the public.

Table 11: Agreement that Alberta's Education System Communicates Effectively

	Parents (K-12)		Parents (Special Needs)		Teachers		Board Members		Public	
	2003/04	2004/05	2003/04	2004/05	2003/04	2004/05	2003/04	2004/05	2003/04	2004/05
Alberta's education system communicates effectively with the public	47%	47%	50%	51%	41%	38%	58%	59%	46%	46%

Overall, the vast majority of parents (K-12) were satisfied with their access to information about their child's educational progress and achievements.

More than three-quarters (86%) of parents (K-12) were satisfied with their access to information about their child's educational progress and achievements. About two-thirds (66%) of parents (K-12) agreed that they get the information they need to access programs and services that meet their child's learning needs.

Parents (K-12) expressed less satisfaction with their access to information about how money is spent: in their child's school (57%), by the local school board (44%) and by the provincial government (35%).

Table 12: Parents' Satisfaction with Access to Information

	Parents (K-12)				
	2000/01	2001/02	2002/03	2003/04	2004/05
The access to information about your child's educational progress and achievements	87%	86%	90%	88%	86%
Gets the information needed to access programs and services that meet their child's learning needs	67%	69%	69%	72%	66%
The access to information about how money is spent in your child's school	63%	58%	58%	62%	57%
The access to information about how money is spent by local school board	53%	48%	47%	50%	44%
The access to information about how money is spent by the provincial government on elementary junior and senior high schools	41%	34%	32%	40%	35%

More than half of public were satisfied with information about overall student achievement from the provincial government and their school district.

Overall, public were most satisfied with information about overall student achievement from their school district (70%). More than half (55%) of public were satisfied with information about overall student achievement from the provincial government.

Less than half of public were satisfied with access to information about how money is spent: in schools in their community (42%), by their local school board (42%) and by the provincial government (35%).

Table 13: Public Satisfaction with Access to Information

	Public			
	2001/02	2002/03	2003/04	2004/05
Information about overall student achievement from school district	61%	63%	70%	70%
Information about overall student achievement from the provincial government	51%	55%	51%	55%
Access to information about how money is spent in schools in community	40%	42%	41%	42%
Access to information about how money is spent by local school board	37%	41%	41%	42%
Access to information about how money is spent by the provincial government	28%	32%	32%	35%

V LEADERSHIP AND CONTINUOUS IMPROVEMENT

Leadership and Continuous Improvement

The majority of parents, teachers and board members indicated that the quality of education at schools and the quality of Alberta K-12 system in general has improved or stayed same in the past 3 years.

The majority of parents (K-12: 70%, special needs: 64%), teachers (64%) and board members (87%) indicated that the quality of education at schools has improved or stayed same in the past 3 years.

The vast majority of board members (81%), and more than half of parents (K-12: 63%) and teachers (55%) indicated that quality of Alberta K-12 system has improved or stayed same in the past 3 years.

Table 14: Change in Quality in Past 3 Years

	Parents (K-12)		Parents (Special Needs)		Teachers		Board Members	
	2003/04	2004/05	2003/04	2004/05	2003/04	2004/05	2003/04	2004/05
Quality of education at school has improved, stayed the same, or declined in the past three years	66%	70%	56%	64%	56%	64%	83%	87%
Quality of the Alberta K to 12 System improved, stayed the same, or declined in the past three years	N/A	63%	N/A	N/A	N/A	55%	N/A	81%

The vast majority of parents and teachers agreed that leadership at the school and jurisdiction level effectively supports and facilitates teaching and learning.

Parents, teachers and board members were asked to rate their agreement that leadership at the school, jurisdiction and provincial level effectively supports and facilitates teaching and learning.

The vast majority of parents (K-12: 85%, special needs: 87%) and teachers (87%) agreed that school, and jurisdiction (teachers: 72%) leadership effectively supports and facilitates teaching and learning. Half (55%) of parents, 33% of teachers and 73% of board members agreed that leadership at provincial level effectively supports and facilitates teaching and learning.

Table 15: Leadership Effectively Supporting and Facilitating Teaching and Learning

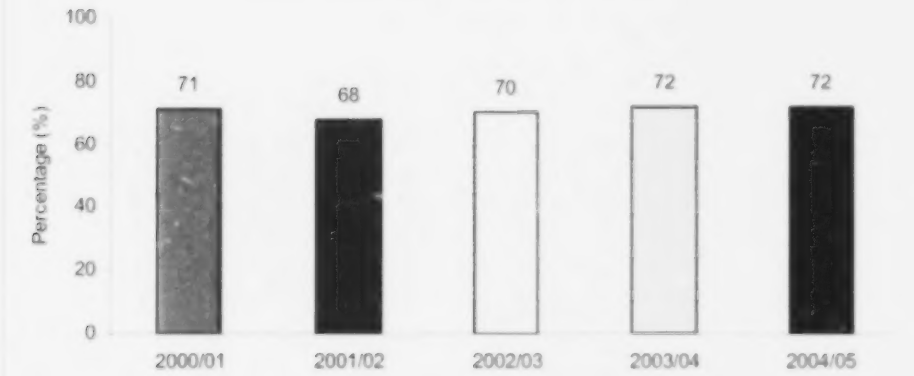
	Parents (K-12)		Parents (Special Needs)		Teachers		Board Members	
	2003/04	2004/05	2003/04	2004/05	2003/04	2004/05	2003/04	2004/05
Leadership at school effectively supports and facilitates teaching and learning	85%	85%	86%	87%	88%	87%	N/A	N/A
Leadership at jurisdiction effectively supports and facilitates teaching and learning	N/A	N/A	N/A	N/A	72%	72%	N/A	N/A
Leadership at provincial level effectively supports and facilitates teaching and learning.	N/A	55%	N/A	N/A	N/A	33%	N/A	73%

Value for Money

Over two-thirds of parents and slightly more than half the public are satisfied that they are receiving value for the money spent in schools.

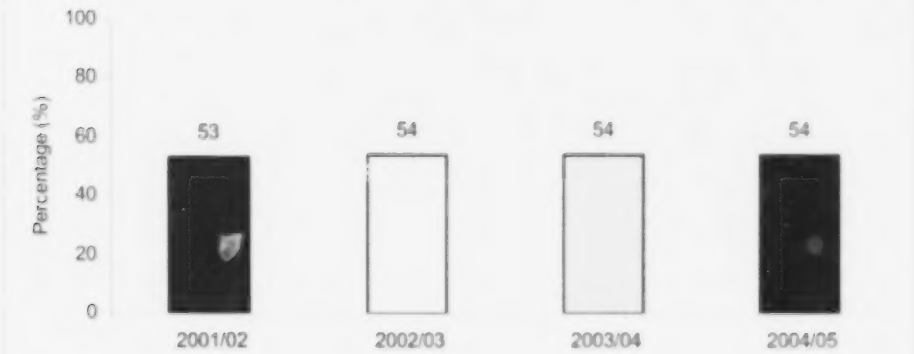
When asked about the value for money that is spent in their child's school, about three-quarters (72%) of parents (K-12) reported being satisfied; consistent with previous years.

Chart 10: Value for Money - Parents (K to 12)



When asked about satisfaction with the value for money that is spent in schools in their community, about half (54%) of public respondents reported being satisfied, consistent with previous years.

Chart 11: Value for Money - Public



Additionally, in 2004/05 more than three-quarters (79%) of parents of children with severe special needs indicated they were satisfied that they are receiving value for money that is spent in their child's school. Findings were similar to 2003/04 findings (76%).

APPENDIX – RESEARCH BACKGROUND AND METHODOLOGY

Target Populations and Sampling

The target respondent groups for the satisfaction surveys included the following:

- The general public
- Parents of students in K to grade 12 education system
- Senior high school students
- Parents of children with severe special needs
- Teachers
- School board members (trustees)

With respect to the school board member survey, only trustees were included in the target group for 2004/2005, whereas both trustees and superintendents were included as part of the 2003/2004 census survey.

The samples for each target group (with the exception of the general public) were provided to the survey company by Alberta Education. For the student, teacher, and the two parent surveys, names were generated randomly by Alberta Education and all contact information was provided in secure files. Contact information for the entire population of school board trustees was also provided by Alberta Education. For those cases in which contact information was incomplete, the survey company conducted a comprehensive search for listings.

For the General Public Survey, a random listed sample for Alberta by census subdivision was used.

All samples (with the exception of the school board survey) were stratified by geographic location to ensure adequate representation of the population.

Presentation of Results

For the purposes of this report, data analysis includes presentation of descriptive statistics (frequencies) for survey items in text, tables, and figures, as appropriate. The following should be noted with regard to the presentation of frequency data:

- Many items on the surveys use four-point response scales including "very good, good, poor, very poor" or "very satisfied, satisfied, dissatisfied, very dissatisfied" or "strongly agree, agree, disagree, strongly disagree," etc., depending on the question. Although not asked, "don't know/not applicable" and "no response" (refusals) were recorded as well. Results presented in the report may represent percentages for each of the individual options in a response scale *or* the combined percentages of respondents who reported "very good/good," "very satisfied/satisfied" or "strongly agree/agree." Thus, in the body of the reports, satisfaction or agreement refers to these combined percentages.

- For each survey, percentages are based on all responses for each item (i.e., "don't know/not applicable" and "no response" are included in the calculations).

- All percentages are rounded to the nearest whole number based on computer-generated analysis. For single response items, percentages may not total to 100% due to rounding. Similarly, rounded percentages for individual response options may not total exactly to combined percentages due to rounding.

- In the case of multiple response items for which participants could provide more than one response, percentages are expressed in terms of the number of respondents, and, as a result, percentages total to more than 100% for these variables.

Statistical Accuracy

The following table provides accuracy information about the surveys that were conducted for 2004/2005. The information includes the respondent groups surveyed, and the corresponding sample sizes and confidence intervals for each survey.

Table 16
Confidence Intervals

Target Group	Number of Completions	95% Confidence Interval
Public	3000	+/-1.8%
Parents of K to Grade 12 Students	800	+/-3.5%
Senior High School Students	800	+/-3.5%
Parents of Children with Severe Special Needs	800	+/-3.5%
Teacher	806	+/-3.5%
School Board Trustee*	350	+/-3.2%

*Accuracy for this sample takes into account the population of 560 school board trustees.